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ABSTRACT

The 14 activities in the group counseling course, designed for the seventh grade level, concentrate on the individual goal of heightened self-awareness in order to make life career decisions. Group objectives emphasize: personal interest and values evaluation; better understanding of influences on personal values, of individual differences, of diverse views, and of one's abilities; and the development of a positive self-concept. The structure and scheduling of this three-week course involves eight students per group with three 30-minute group sessions a week. The lessons are divided into nine sessions with 14 coordinated game activities dealing with self-understanding and value clarification. The technique of role playing is often used. Each lesson includes domain, goal, performance objective, group activities, and outcome measure. Pre-test and post-test materials (positive values continuum) are provided. (JB)

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Group Counseling

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CAREER DEVELOPMENT PROJECT

GUIDANCE AND COUNSELING COMPONENT

GROUP COUNSELING COURSE

Summer, 1972
Judy Reinhardt
Charlotte Hanselman
Hanley Junior High School

DOMAIN: Self Knowledge

GOAL: For individuals to have a better understanding of self in order to make more realistic life-career decisions.

OVERALL PERFORMANCE OBJECTIVE: Individual seventh-grade students will be involved in group counseling activities which will lead to greater individual self-awareness.

TOTAL GROUP OBJECTIVES: Following this group unit students will be more aware of self in respect to the following:

1. He will have examined and evaluated some of his personal values.

2. He will have a better understanding of the cultural, family, and peer group influences and how these influences determine and affect his personal values.

3. He will have a better understanding of the difference between those values he professes and those that the others within the group profess. Also, he will be better able to accept these differences in a positive way.

4. He will have a better understanding of how other people see him.

5. He will have a better understanding of his abilities in the process of communication.

6. He will have discovered some positive aspects of himself which will enable him to formulate more effectively his goals for the future.

Structure and Schedule

of the

Group Counseling Course

Eight students per group

Three group meetings per week

Thirty-minute sessions

Three week time limit

Nine sessions total--4½ hours total time

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DAY ONE

DOMAIN: Self Knowledge

GOAL: The individual will have a better understanding of self that will enable him to make more realistic life-career decisions.

PERFORMANCE OBJECTIVES:

1. The individual will be able to understand his involvement in the group and some of the general concepts of group work that will be followed.

   ACTIVITIES:

   A. Students will sit in a small circle.

   B. It should be explained that each seventh-grader will have the opportunity to be involved in a similar group. During this involvement they will be doing exercises, playing games, talking--all with the intention of learning about themselves as individuals and as members of a group. No one will be forced to reveal innermost secrets. We do not want people to be hurt in the group. The emphasis will be on positive or "good" characteristics we already have or would like to have.

   C. Explanation of the schedule of the group sessions.

   D. Students should introduce themselves. Each student is expected to know everyone's name from the first session on.

   E. An emphasis should be made on group cooperation. Each individual is an important group member. Each one is not only responsible for himself but also for the success of the group as a positive learning experience.

   OUTCOME MEASURE: In a brief discussion the students will indicate their awareness of the group's purpose and procedures.

DAY ONE

PERFORMANCE OBJECTIVES:

2. Pre-Test. Each individual will gain a better understanding of what certain values mean to him by rating these values and their importance to him.

ACTIVITY: A. See Pre-Test, Positive Values Continuum, Appendix.

OUTCOME MEASURE: The students will have begun to examine and evaluate themselves. A discussion will follow the rating, after which the lists will be collected by the group leader.

DAY TWO

DOMAIN: Self Knowledge

GOAL: For individuals to have a better understanding of personal values through examination and evaluation of those values.

PERFORMANCE OBJECTIVES:

1. The student will have defined and examined the term "personal value."

   ACTIVITIES:
   A. The leader will introduce the topic of personal values and open discussion as to the definition of this term.

   B. Through discussion, personal value will be defined as "something a person prizes, holds in high regard, and (this is important) is consistently exemplified in a person's behavior."

   OUTCOME MEASURE: Through brief discussion, the students will show that they understand the meaning of personal values.

2. The students will have the opportunity to express themselves in a positive way by writing and verbal interaction. The threatening aspects of the group will be relieved through this group discussion.

   ACTIVITIES:
   A. The leader will direct and explain the "I Am Proud" activity. See Appendix, Activity 1.

   B. If there is time, the leader may choose to do (B) or (C). The leader will direct and explain the Game for Clarifying Values. See Appendix, Activity 2.

   C. The leader will explain and direct the Opposite Values Game. See Appendix, Activity 3.

   OUTCOME MEASURE: The students will have completed a list of positive characteristics which they value. Through their discussion, they will show a more open, less threatened, attitude towards one another.

DAY THREE

DOMAIN: Self Knowledge

GOAL: For individuals to have a better understanding of personal values through examination and evaluation of those values.

PERFORMANCE OBJECTIVE:

1. To be able to make choices based on personal values and to be able to explain the reasons for these choices to the other group members. These activities will aid in self-awareness and in awareness of differences within the group.

ACTIVITIES:

A. Rank Order Values Game. See Appendix, Activity 4.

B. Bomb Shelter Game. See Appendix, Activity 5.

C. The Prizing Game. See Appendix, Activity 6. This activity is to be used for substitution or supplementation.

OUTCOME MEASURE: The students will engage in a "group whip." See Appendix, Activity 7. This activity will serve as an evaluation of the students' understanding of what they prize and value.

DAY FOUR

DOMAIN: Self Knowledge

GOAL: The individual will have a better understanding of the cultural, family, and peer group influences and how these influences determine and/or affect his personal values.

PERFORMANCE OBJECTIVE:

1. Through role playing, the student will become more aware of the values of authority figures and how they can affect him.

   ACTIVITY: A. Role playing. See Appendix, Activity 8.

   OUTCOME MEASURE: Students will show, through discussion, that they understand the values represented by the role-played individual. They will be able to interpret their own reactions and feelings toward these values represented by the figures.

DAY FIVE

DOMAIN: Self Knowledge

GOAL: The individual will have a better understanding of the cultural, family, and peer group influences and how these influences determine and/or affect his personal values.

PERFORMANCE OBJECTIVE:

1. The students will understand the influence of the peer group on their stated values and outward behavior.

   ACTIVITIES: A. The Voting Game. See Appendix, Activity 9.

   B. Open-ended Story. See Appendix, Activity 10. The leader should hand out copies of the open-ended story to be taken home and brought back the next day for discussion.

   OUTCOME MEASURE: Group Whip. See Appendix, Activity 11. The students will state how they felt about the Voting Game and whether they learned anything from it.

DAY SIX

DOMAIN: Self Knowledge

GOAL: The individual will have a better understanding of the cultural, family and peer group influences and how these influences determine and/or affect his personal values.

PERFORMANCE OBJECTIVE:

1. The student will understand the influence of the peer group on his stated values and outward behavior. He will also begin to examine some positive alternatives to his values and outward behavior.

   ACTIVITIES:

   A. The open-ended stories, which were taken home from the last session, will be discussed. The leader should have extra copies on hand for these students who have misplaced their stories. The story should then be reread aloud. The leader should then ask for a volunteer to supply an ending. Each student will have an opportunity to read his ending. The leader should direct the discussion toward an examination of the values that each story represents.

   B. The rest of the session should be devoted to a discussion of peer group influences. The leader has the option of using a group whip at the end of the session, asking for one word to describe the group.

   OUTCOME MEASURE: Students will show through discussion that they understand the influence ofthe peer group on their own personal behavior and values.

DAY SEVEN

DOMAIN: Self Knowledge

GOAL: The student will begin to formulate some goals for the future, based on some positive aspects of himself which he feels are important.

PERFORMANCE OBJECTIVE:

1. The students will look at their present values and imagine how they might change in the future.

   ACTIVITY: A. Present and Future Values Game. See Appendix, Activity 12.

   OUTCOME MEASURE: The leader will lead a discussion of Activity 12, using suggested questions for discussion in Activity 12, Appendix.

DAY EIGHT

DOMAIN: Self Knowledge

GOAL: The individual will demonstrate in the Post-Test that he has increased his understanding of his personal value system. He is therefore able to make more realistic decisions regarding his present and future behavior.

PERFORMANCE OBJECTIVE:

1. The individual will respond to the Post-Test with greater self-awareness than he had prior to the beginning of the group sessions.

   ACTIVITY: A. Post-Test. See Appendix.

   OUTCOME MEASURE: Group Whip. See Appendix, Activity 13.

DAY NINE

DOMAIN: Self Knowledge

GOAL: The individual will show that he has greater self-awareness and a more positive self-concept than he had prior to the group sessions. In doing this the students will demonstrate the effectiveness of the group sessions.

PERFORMANCE OBJECTIVE:

1. The student will, through discussion, review some of the ideas and concepts that have been brought out in the previous group sessions. In examining these concepts, he will demonstrate that he has greater insight into his own values and behavior, as well as insight into those outside elements that influence his values and behavior.

   ACTIVITY: A. The leader will pass out each individual's pre-test and post-test. Students should be allowed to examine and compare the two tests. The leader will call for a discussion of the students' reactions to their tests. It is hoped that there will be differences, and these should be discussed. Likewise, if there are no differences, this should be discussed. Any student who does not wish to reveal his personal ratings should not be forced to do so. The leader will then collect the tests.

   OUTCOME MEASURE: The Voting Game. See Appendix, Activity 14.

APPENDIX

ACTIVITY 1

"I Am Proud" Game:

Directions: Complete the three statements below with true statements about yourself.

1. I am proud . . . . .
2. I am proud . . . . .
3. I am proud . . . . .

ACTIVITY 2

Game for Clarifying Values:

Each player thinks of something he enjoys or values. The players take turns telling what they enjoy or value, and add one sentence concerning what they did or plan to do about it.

ACTIVITY 3

Opposite Values Game:

Players think of a pair of opposite values, like orderliness vs. messiness, courage vs. cowardice, facing vs. withdrawing, wealth vs. poverty, etc.

The players then decide which pair of values to discuss. In the discussion an attempt is made to explore the immediate and long-range consequences of each pair of values.

ACTIVITY 4

Rank Order Values Game:

Directions:

The leader will pass out mimeographed sheets with the following related values listed. He will ask each group member to number the related values from 1 to 3. #1 is most important, #2 less important, and #3 least important to the individual. The leader will then ask a volunteer to read his rating of the first set of related values and explain why he feels the way he does. Other students may read their ratings and explain them. A group discussion may follow, if appropriate.

study	watch TV	sword
cheat	go on a date	gun
fail	study	atom bomb
movie star	teacher's pet	teacher
millionaire	class clown	administrator
President	troublemaker	janitor
American Negro	never happy and	admired by family
Mexican Negro	good grades	admired by friends
African Negro	sometimes happy and average grades	admired by teacher
	always happy and rotten grades	

ACTIVITY 5

The Bomb Shelter Game:

Directions:

The leader will hand out mimeographed sheets to each student containing the following problem. The descriptions given should be read aloud. Each student should then select those individuals he prefers. This should be done quickly, quietly, and individually. When this is completed, the leader will ask the students to explain their choices. He should help the students to see the values involved in these choices.

Problem:

World War III has been declared. An atomic bomb will soon fall, destroying the nation. You are in charge of Bomb Shelter #1, the only bomb shelter for thousands of miles. This bomb shelter has room for only 6 people, including yourself. There are nine people who want to get in the shelter. They will die if they do not. You have to decide who will go into the shelter. Below are descriptions of the people involved. Put a check by the 5 people you would choose to save.

1.___Karen, nurse, 30 years old, widow, not very good looking, warm and sympathetic, black.

2.___Paul, scientist, 40 years old, very intelligent, quiet, keeps to himself, doesn't get along with people, white.

3.___Jimbo, baby, 1 year old, boy, black.

4.___Bob, handyman, 27 years old, plumber-electrician, eighth-grade education, learned skills in the Army, not well-educated but good at his job, white.

5.___Sarah, Woman's Lib. type, 26 years old, very intelligent, has been to 4 different colleges over a 5-year period but didn't stay in one school long enough to get a degree, no special skills but enjoys reading, music and art, very attractive, open and empathetic, people naturally like her, white.

6.___Ed, farmer, 65 years old, wealthy, knows everything about growing food, intelligent, wise and clever for his age, white.

7.___Mike, athlete, 29 years old, pro football player, majored in physical education at college, very strong and healthy but no particular field of interest or skills other than football, nice guy, white.

8.___Laura, student, 12 years old, Baptist, very involved in the church, very pretty, straight-A student, loves to study, her teachers feel she is a genius, has no friends, withdrawn, white.

9.___Sam, high school counselor, 29 years old, lost a leg in Vietnam, not physically strong, well liked by everyone, kind and empathetic, loves to read and has written two books on his own, black.

ACTIVITY 6

The Prizing Game:

The leader says, "I want everyone to think of something he has done in the last week that he is proud of or feels good about. (Wait about two minutes.) Now we are going to go around in a circle with every person taking a turn telling the group what he has done in the past week that he's proud of or feels good about. If you are not in the mood to say anthing to the group, say, 'I pass,' when your turn comes. No one should feel compelled to talk if he does not feel like it."

ACTIVITY 7

Group Whip:

General Rules of the Group Whip: (also applicable to Activities 11 & 13)

Each person takes a turn relating his feeling or opinion.

People speak in order moving in a clockwise direction.

While it is permissible to pass when one's turn comes, it is not permissible to interupt or to start a discussion.

The whip may consist of one round or several rounds with people speaking in turn. A general discussion is to be avoided.

Directions for Activity 7:

Members sit in a circle. The leader will explain that this activity is to get a quick idea of how each person feels about what has been happening during the session. For this activity, the students will be asked to state two personal values they feel they have expressed during the session.

During the second round, each student will be asked to state something he has learned about himself during the session. Example: Today I learned that money really isn't as important to me as I thought it was because I have looked at some of the things money can't buy.

ACTIVITY 8

Role Playing:

Directions:

The leader should explain the process of role playing. For our group needs, the process will be as follows. The leader will present a situation, giving some background on the individuals involved and the situation itself. He asks for volunteers to play the roles of the characters involved in the situation. The volunteers then proceed to act out the situation as they interpret it. The group leader decides how long the role playing should continue if it does not end on its own. Then the participants and the observers should discuss the role-played situation, explaining what they saw and how they felt. The leader should guide the discussion to achieve the stated objectives.

Suggested situations:

(1) A student is in danger of failing his math course for the semester. He decides to talk to his teacher because he needs a passing grade in order to stay on the basketball team. The teacher feels that math is more important than athletics.

(2) There is going to be a dance at Hanley Gym next Friday night. Mary, who is an 11 year-old seventh grader, wants to go, but her mother will not let her go to the dance.

(3) After school Joe and his friends usually go to a local department store to "look around." They seldom buy anything. Joe knows that some of his friends have shoplifted in the past, but he has never seen them do it. He has never stolen anything himself. He notices that while he and his friends are in the store the sales people watch them closely. One afternoon the boys are approached by the store manager. He wants to talk to the boys.

ACTIVITY 9

The Voting Game:

Directions:

Before the session the leader should take five large sheets of paper. Each sheet of paper will have a different heading written in large letters. The headings are as follows: strongly agree, mildly agree, don't know, mildly disagree, strongly disagree. These sheets should be taped to the floor in the order given above, leaving enough room for the students to stand on or near each one.

The leader should present the exercise in the following way: "You see five sheets of paper on the floor with different headings representing how you might feel about something. This is a voting game. I am going to read different statements to you. When I have finished reading a statement, you are to decide whether you agree or disagree with the statement. You can stand on or near the piece of paper that best tells how you feel about the statement. When you make a choice, stay there. Each person will have an opportunity to explain why he made his choice."

The leader may choose from the following statements as time requires or may use some of his own.

Statements:

1. My family is more important to me than my friends are.
2. Good grades are important to me.
3. You should do what your teacher says even though you disagree.
4. How a person looks and what he wears is more important than what he does.
5. Money is very important to me.
6. I am a person who plans for the future.
7. I want to be married before I am 20 years old.
8. I want to have a better life than my parents have.

ACTIVITY 9

9. I want to get involved in my shcool and make it a better place.

10. I want to make five new friends this semester.

11. I am an independent person, and I can do what I want to do without my friends' approval.

12. I need my friends' approval and companionship before I can do anything.

Discussion follows the voting game. The discussion should be aimed at the values that were expressed, especially the part that peer groups play in influencing personal values and behavior.

ACTIVITY 10

Open-ended Story:

Presented here are three stories which can be used for Activity 10. The leader should choose one story which he feels is appropriate for his group. The leader should distribute a mimeograph copy of the story to each student at the end of Day Five. This activity should be presented as a "fun" exercise to which there is no right or wrong solution. After passing out the mimeographed sheets, the leader should read the story with the students, and these directions should be given.

Directions:

Read over the story that follows. It is about a person who must make a decision. You get to finish the story any way you want. Write what you think should happen to make this story seem complete. Do not worry about spellin, punctuation, or grammar. All we want is your original ending!

Story 1:

Joe and his friends were walking home from school. On this particular day they were late for the important basketball practice on the playground near their homes. If they didn't get to the practice on time, there was a chance they would not make the team. One of Joe's friends suggested that they cut through Mrs. Smith's backyard to save ten minutes. However, Mrs. Smith's yard was surrounded by a small fence because she had worked for years to grow a fantastic garden. In cutting through Mrs. Smith's yard, the boys could not avoid walking through the garden and stepping on many of Mrs. Smith's precious flowers. Without a care the boys started for the short-cut through Mrs. Smith's garden. Joe, who knew Mrs. Smith and liked her, realized the damage they would cause and . . . .

Story 2:

Joe is taking a seventh-grade science course. Science is a difficult subject for Joe. His parents, however, do not understand this. They expect him to make a G or S for the semester.

His father told Joe that if he does not make a G or S, he will be grounded for a month. Today is the day of the big examination. Joe must do well on the test, or he might fail the course. Although Joe has studied, he is not sure he will do well. In the science room Joe sits in the back near Sammy Smart, a straight S student. However, Sammy is withdrawn and has no friends. Joe realizes that it would be easy to talk Sammy into letting him see his test. Joe goes over to Sammy and talks to him about the test, telling Sammy that he will invite him to a party if Sammy lets him see his answers. Sammy . . . .

Story 3:

Tomorrow is Joe's mother's birthday. Joe has $2.00 saved to buy her a pair of earrings which she has long wanted. Today at school Joe's friends tell him that they are going to see a movie that evening. "Everyone" will be going, and it is very important for Joe to go too. It is all right with Joe's parents for Joe to go to the show, but it will cost him $1.50. This means that he will not be able to buy the earrings. Therefore, Joe decides . . . .

ACTIVITY 11

Group Whip:

The rules of the whip are reviewed for the students. Students will state how they feel about the voting game and whether they learned anything from it.

ACTIVITY 12

Present and Future Values Game:

Directions:

The leader will pass out mimeographed sheets of the following exercise. As soon as he has read the directions with the students, they should complete the exercise in writing. This should take approximately 10 minutes. When the exercise is completed, the leader may do some of the suggested activities:

(1) Poll the students on how they ranked the statements.

(2) The leader might ask the following questions:

a. Were you hesitant to say that something was important to you because you felt others would look down on you?

b. Can you identify what caused you to value that which you said was "most important"?

c. What about the student who might say that none of these things is "most important"? Do some people have a problem in valuing anything? Or in recognizing what they value?

d. Do you have a hard time thinking about what you want in the future? Why or why not?

e. Do you think that those things which you look forward to in the future are similar to what your parents want for themselves?

f. Do you think the values you hold now will help you or hurt you in your plans for the future?

g. Do value systems change?

ACTIVITY 12

Present and Future Values exercise:

Check each item below in one of the three spaces to show how important it is to you.

At the age I am now:	Most important	Somewhat important	Least important
1. Get along with friends and be popular			
2. Have good clothes			
3. Be a top student			
4. Accomplish what my parents expect			
5. Be a good athlete			
6. Be independent			
7. Work for a future			

In the future:	Most important	Somewhat important	Least important
1. Make a name for myself in my career			
2. Contribute to society			
3. Get along with friends and be popular			
4. Make lots of money so I can have fine home, cars, clothes, etc.			
5. Get married and have a nice family			

ACTIVITY 12

In the future:	Most important	Somewhat important	Least important
6. Express myself in some creative way			
7. Be independent			
8. Have a goal or commitment for my life			
9. Have free time for myself			
10. Have a religious belief			

Do you feel your present values will change a lot in the next five years?

Yes_____ No_____

Why?_____

_____

How has what you value most at the present time affected your thinking about the future?_____

_____

ACTIVITY 13

Group Whip:

This group whip should involve a quick survey of the students' reactions and feelings about taking the post-test as compared with those they had when taking the pre-test.

ACTIVITY 14

The Voting Game:

This voting game will be done through a process of hand-raising and hand-lowering. A hand raised means agree; a hand lowered means disagree. The leader will emphasize that this game is his means of evaluating the effectiveness of the group sessions; students should be honest and open with him. The leader will then read the following suggested statements:

1. Being in a counseling group is a helpful experience.
2. I know more about my values now than I did when we started the group sessions.
3. We learn values from others.
4. People who have different values from mine are not as good as I am.
5. It is important for me to agree with my friends, even if our values are different.
6. In the group I am less afraid to express my personal feelings than I was before we started.
7. If I had a chance, I would like to be in another group.
8. I have learned some things about myself that will help me in the future.
9. I have learned some things about other people that will help me in the future.
10. A personal value is only important if we use it in our daily lives.

PRE-TEST AND POST-TEST

Positive Values Continuum

Part One:

Directions:

The words listed below represent particular values that we may or may not have. Some of these words represent ways of behaving; some represent particular abilities. Many of the words may represent concepts that are very important to us. However, it might be that some of these concepts are unimportant to us. For this exercise you are being asked to rate the importance of each of the following concepts or abilities. Put an X on the continuum at the place that most closely represents how important you feel each is. Give your own personal opinion about each one.

1. Physical strength

Important — Sometimes important — Never important — Don't know

2. Intellectual ability

Important — Sometimes important — Never important — Don't know

3. Education

Important — Sometimes important — Never important — Don't know

4. Good looks

Important — Sometimes important — Never important — Don't know

5. Planning

Important — Sometimes important — Never important — Don't know

PRE-TEST AND POST-TEST

Positive Values Continuum

Part One:

6. Honesty

Important | Sometimes important | Never important | Don't know

7. Consideration of others

Important | Sometimes important | Never important | Don't know

8. Ability to accept criticism

Important | Sometimes important | Never important | Don't know

9. Independence

Important | Sometimes important | Never important | Don't know

10. Friendship

Important | Sometimes important | Never important | Don't know

PRE-TEST AND POST-TEST

Positive Values Continuum

Part One:

11. Family	Important	Sometimes important	Never important	Don't know
12. Money	Important	Sometimes important	Never important	Don't know

PRE-TEST AND POST-TEST

Positive Values Continuum

Part Two:

Directions:

Now that you have rated these values according to how important they are to you, let us now see how you feel these values pertain to your everyday life. Think carefully about the way you behave, what you do, and how you do it. Read the following sentences carefully. The statement may describe how you behave all of the time, some of the time or never. Mark an X on the continuum at the spot which best describes your behavior.

1. I am in good physical condition.

Always — Sometimes — Never

2. I am intelligent.

Always — Sometimes — Never

3. I am a person who is getting a lot from my education.

Always — Sometimes — Never

4. I am a person who plans for the future.

Always — Sometimes — Never

5. I am good looking.

Always — Sometimes — Never

PRE-TEST AND POST-TEST

Positive Values Continuum

Part Two:

6. I am honest.

Always Sometimes Never

---

7. I am considerate of the feelings of others.

Always Sometimes Never

---

8. I am able to listen to criticism from others without anger or fear.

Always Sometimes Never

---

9. I am independent.

Always Sometimes Never

---

10. I have many friends.

Always Sometimes Never

---

11. My family is important to me.

Always Sometimes Never

---

12. Money is important to me.

Always Sometimes Never

PRE-TEST AND POST-TEST

Positive Values Continuum

Part Three:

Directions:

In Part Two you described your own behavior as you see it. In Part Three we would like you to look at yourself the way others look at you. Read the following statements carefully. The statements may describe you (what others think of you) all of the time, some of the time or never. Mark an X on the continuum at the spot which best describes how you feel others feel about you.

1. People believe I am in good physical condition.

Always Sometimes Never

---

2. People believe I am intelligent.

Always Sometimes Never

---

3. People believe I am getting a lot from my education.

Always Sometimes Never

---

4. People believe that I am a person who plans for the future.

Always Sometimes Never

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5. People believe I am good looking.

Always Sometimes Never

PRE-TEST AND POST-TEST

Positive Values Continuum

Part Three:

6. People believe I am honest.

Always Sometimes Never

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7. People believe I am considerate of others' feelings.

Always Sometimes Never

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8. People believe that I am a person who can accept criticism without anger or fear.

Always Sometimes Never

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9. People believe I am an independent person.

Always Sometimes Never

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10. Many people want to be my friend.

Always Sometimes Never

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11. People believe my family is important to me.

Always Sometimes Never

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12. People believe that money is important to me.

Always Sometimes Never